

## REMARKS

Claims 1-21 are pending with this paper. Claims 1-20 stand rejected. Applicant is amending claims 1, 7, 9, 16, and 19.

### Substance of Interview on February 20, 2008

Applicant and Examiner discussed proposed amendments and arguments regarding claims 1 and 7 and subject matter in new claim 21. No agreement was reached during the interview.

### New Subject Matter

Applicant is adding claim 21, which is supported by the specification as originally filed. For example, the specification discloses (Page 14, lines 38-39 and page 16, lines 1-10. Emphasis added.):

In the ICAT model of feedback, there are four levels of severity of error and four corresponding levels of feedback. The tutor goes through the student's work, identifies the severity of the error and then provides the corresponding level of feedback.

Returning to the analogy of helping someone write a paper, if the student writes on the wrong subject, this is a global error requiring redirect feedback. If the student returns with the paper rewritten, but with many errors in one area of the paper, focus feedback is needed. With all of those errors fixed and only spelling mistakes--syntactic mistakes--polish feedback is needed. When all syntactic mistakes were corrected, the tutor would return praise and restate why the student had written the correct paper. **Focusing on the educational components of completing a task is not enough. As any teacher knows, student will often try and cheat their way through a task. Students may do no work and hope the teacher does not notice or the student may only do minor changes in hope of a hint or part of the answer. To accommodate these administrative functions, there are three additional administrative categories of feedback.** The administrative and the educational categories of feedback account for every piece of feedback a designer can write and a student can receive. To provide a better understanding of how the feedback works together, an example is provided below.

The combination of Loftin, Rachlin, and Ibarra fails to even suggest the feature of "wherein the administrative category includes at least one of: detection of the student cheating through a task; detection of the student submitting no work and avoiding notice; and detection of the student submitting minor changes to obtain a hint."

## Other Amendments

In claim 1, Applicant is replacing “comprising the steps of” with “comprising.” In claim 9, Applicant is replacing “the step of adjusting an example based on student progress” with “adjusting an example based on student progress.” In claim 19, Applicant is replacing “to perform the steps comprising” with “to perform.” No new subject matter is added.

## Claim Rejections – 35 U.S.C. § 103

**Claims 1-20 are rejected by the Office Action under 35 U.S.C. 103(a) as allegedly being unpatentable over U.S. Patent No. 5,311,422 (Loftin) in view of “Accounting and Financial Fundamentals for Non Financial Executives” (Rachlin) and further in view of U.S. Patent No. 6,119,097 (Ibarra).**

Regarding claim 1, the combination of Loftin, Rachlin, and Ibarra fails to even suggest the feature of “when the feedback category corresponds to an administrative category and when an actual amount of work completed by the student is less than an expected amount of work, instructing the student to provide a sufficient amount of work to assess a subsequent response.” The Office Action alleges that Loftin discloses (Pages 4-5. Emphasis added.):

... (e) evaluating progress toward the goal (*col. 6, lines 55-59*) and providing a determined feedback having a feedback category (*col. 12, lines 57-65, col. 14, lines 5-6. Examiner interprets diagnose the nature of the error, and sensitive to the skill level of the trainee as feedback category*) based on an appropriate level of feedback (*col. 14, lines 8-9*) and an appropriate training component (*col. 16, lines 31 -43*) that further motivates accomplishment of the accounting goal (*col. 6, lines 55-59*), the appropriate level of feedback being selected from the plurality of feedback levels based on an error severity of an associated response from the student (*col. 11, lines 55-59, col. 12, 15-18, col. 14, lines 8-16*), the appropriate training component being selected from a plurality of training components and based on an amount of work contained in the associated response (*col.16, lines 31-43. Examiner asserts an acceptable level of competence to read on an amount of work*), and further comprising:

(e)(i) determining the type of the feedback category for the associated response (*col. 9, line 67, col. 10, line 1*);

(e)(ii) when the feedback category corresponds to an administrative category, instructing the student to provide a sufficient amount of work to assess a subsequent response (*col. 12, lines 57-65. Examiner asserts diagnose the nature of the error to read on administrative category*); and

(e)(iii) when the feedback category corresponds to an educational category,

assessing the associated response in accordance with the educational category (col. 14, lines 5-6. Examiner asserts sensitive to the skill level of the trainee to read on educational category); ...

The claimed invention includes both educational categories and administrative categories. However, Loftin fails to even suggest a type of feedback category that includes an administrative category. For example, Loftin discloses (Column 12, line 57 - column 13, line 3. Emphasis added.):

The present system can detect any erroneous action made by a trainee, and in addition thereto, through the use of the mal-rules, diagnose the nature of the error and provide an error message to the trainee specifically designed to inform the trainee about the exact error made. **Also, the mal-rule aids in correcting the misconception or lack of knowledge that led to the commission of any particular error. Thus, the mal-rules aid in diagnosing the nature of an error.** Further through interaction with the trainee model 50, the domain expert/Deplex 10 can readily alter the nature of a message to be adapted to the demonstrated skill of the trainee. The domain expert/Deplex 10 may have numerous messages and the error handler expert 34 decides which error type to pick for a specific trainee.

Loftin discloses providing feedback by analyzing errors (corresponding to “misconception or lack of knowledge” of the trainee) contained in the response from a trainee. Loftin refers to this aspect as aiding “in diagnosing the nature of the error.” The “nature of the error” relates to a misconception or a lack of knowledge. The “nature of the error” is consequently characterized by the student having deficiencies of knowledge and thus relate only to educational aspects<sup>1</sup>. Moreover, Rachlin and Ibarra fail to remedy the deficiencies of Loftin.

Independent claim 10 includes the similar feature of “when the feedback category corresponds to an administrative category and when an actual amount of work completed by the student is less than an expected amount of work, instructing the student to provide a sufficient amount of work to assess a subsequent response.” Also, independent claim 19 includes the feature of “when the feedback category corresponds to an administrative category and when an actual amount of work completed by the student is less than an expected amount of work, instructing the student to provide a sufficient amount of work to assess a subsequent response.”

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<sup>1</sup> For example, the present application discloses different types of errors associated with educational categories of feedback including syntactic, local, and global. (Table on page 15.)

Claims 2-9, 11-18, and 20 ultimately depend from claims 1, 10, and 19 and are patentable for at least the above reasons. Applicant requests reconsideration of claims 1-20.

Furthermore, Applicant is amending claims 7 and 16 to include the feature of “wherein the student is able to place one of a plurality of accounts on one of a plurality of targets.” The amendment is supported by the patent application as originally filed. For example, the specification discloses (Page 19, line 29 – page 20, line 6. Emphasis added.):

Knowledge Model - Interface Objects In any GBS Task, the student must manipulate controls on the application interface to complete the required deliverables. Figure 20 illustrates the objects for the journalization task in accordance with a preferred embodiment. The following abstract objects are used to model all the various types of interface interactions. A SourceItem is an object the student uses to complete a task. In the journalization example, the student makes a debit and credit for each transaction. The student has a finite set of accounts with which to respond for each transaction. Each account that appears in the interface has a corresponding SourceItem object. In other words, the items the student can manipulate to complete the task (account names) are called SourceItems. A Source is an object that groups a set of SourceItem objects together. Source objects have a One-To-Many relationship with SourceItem objects. **In the journalization example, there are four types of accounts: Assets, Liabilities and Equity, Revenues, and Expenses. Each Account is of one and only one of these types and thus appears only under the appropriate tab.** For each of the Account type tabs, there is a corresponding Source Object. A Target is a fixed place where students place SourceItems to complete a task. **In the journalization example, the student places accounts on two possible targets: debits and credits.** The top two lines of the journal entry control are Debit targets and the bottom two lines are Credit targets. These two targets are specific to the twelfth transaction. A TargetPage is an object that groups a set of Target objects together. TargetPage objects have a One-To-Many relationship with Target objects (just like the Source to SourceItem relationship). In the journalization example, there is one journal entry for each of the twenty-two transactions. For each journal entry there is a corresponding Targetpage object that contains the Debits Target and Credits Target for that journal entry.

The Office Action admits that (Page 10. Emphasis added.):

Loftin in combination with Ibarra fail to particularly call for an accounting goal based presentation, as specified in claims 1, 10, and 19; debit processing material being integrated into a presentation, as specified in claims 2 and 11 ; credit processing material being integrated into a presentation, as specified in claims 3 and 12; closing material being integrated into a presentation, as specified in claims 4 and 13; ledger processing material being integrated into a presentation, as specified in claims 5 and 14; t-account processing material being integrated into a presentation, as specified in claims 6 and 15; **multiple account processing**

**material being integrated into a presentation, as specified in claims 7 and 16;**  
and asset processing material being integrated into a presentation, as specified in  
claims 8 and 17.

The Office Action alleges that (Page 11):

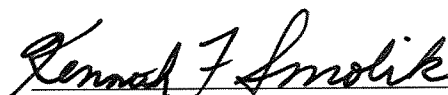
Official notice is taken that accounting system comprises a plurality of accounts.

However, the Office Notice fails to even suggest the feature of “wherein the student is able to place one of a plurality of accounts on one of a plurality of targets.” Moreover, Rachlin fails to remedy the deficiencies of the combination of Loftin, Ibarra, and the Official Notice.

It is respectfully submitted that the present patent application is in condition for allowance, and a Notice to that effect is earnestly solicited.

Respectfully submitted,

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